**Proposal to Create a New Course: EDU 380 & PH 380: Traditional & Non-Traditional Approaches to Health**

**College of Education & Behavioral Sciences (CEBS)**

**Department/Unit: School of Teacher Education (STE)**

**College of Health & Human Services (CHHS)**

**Department/Unit: Public Health (PH)**

**Section 1: Proponent Contact Information**

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**Section 2: Course Catalog Information**

* 1. **Course prefix (subject area) and number:** EDU 380 & PH 380
  2. **Course title**: Traditional & Non-Traditional Approaches to Health.
  3. **Abbreviated Course title**: Approaches to Health
  4. **Credit hours/Variable credit:** 3
  5. **Repeatability:** N/A

**Course Catalog Description:** Comparison of two major approaches to health: Traditional and Non-Traditional. Analysis of how the two systems have evolved. Evaluation of how these systems inform decision-making and public policy. Identification and consideration of opposing viewpoints surrounding government funding and regulation. Examination of multiple levels of influence on health behaviors and the complex interplay between them.

* 1. **Prerequisite/Corequisite courses:** Prerequisite - 21 credit hours completed
  2. **Additional Enrollment Requirements:** N/A
  3. **Other Special Course Requirements:** N/A

**Section 3: Description of proposed course**

**3.1** **Course Content Summary**: This course provides a side-by-side comparison/contrast of the Traditional and Non-Traditional approaches to health: history, prevention, prevalence, future projections, concepts, methods/treatment, influences on health behaviors, philosophy, research, and argument. Students will not only examine multiple levels of influence on health behaviors but will also examine the complex interactions between behavioral, biological, cultural, social, environmental, economic, and political factors. Students will analyze how the Traditional and Non-Traditional systems have evolved and make judgments about how these systems have informed decision-making and public policy. Methods to explore the course content include a case study, an interview, conducting research on a related argument topic, articulating a logical and supported argument, and colloquia.

* 1. **Learning Outcomes:** Upon successful completion of this course the students should be able to:
* Compare and contrast traditional and non-traditional methods/treatment for a selected health problem
* Categorize approaches to various health issues
* Define terms comprising each system
* Match diagnostic procedures to each system
* Describe multiple levels of influence on health behaviors
* Explain interactions between two or more factors: behavioral, biological, cultural, social, environmental, economic, political
* Discuss the philosophy and concepts of each system
* Analyze how each system has evolved
* Compare the study of individual components to the analysis of the two systems
* Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself
* Gather sound and relevant evidence to support a written argument
* Analyze and synthesize the assembled evidence in writing
* Articulate a logical and supported argument
* Contrast systems-thinking with analytic thinking
  1. **Assessment/Evaluation:**
* Case study
* Essay/quizzes
* Interview
* Colloquia
* Argument paper
* Argument presentation

**Section 4: Rationale**

**4.1** **Reason for developing this proposed course:** : 1) To allow students to see a side-by-side comparison of two major approaches to health 2) To give students an opportunity to engage in critical thinking and argument about whether the U.S. government should fund research for traditional health approaches and whether the Food and Drug Administration (FDA) should regulate alternative health supplements 3) To encourage systems-level thinking that informs health-related decision-making and public policy.

***SPECIAL NOTE REGARDING NEW COLONNADE PROGRAM COURSES***

To be included in the WKU Colonnade general education program, courses must meet criteria unique to that program, and as such, the Colonnade program has its own distinct course approval process: *new* courses being designed and proposed specifically for inclusion in WKU Colonnade program must include that information here, in item 4.1, and must be pre-approved by the Colonnade Committee as meeting their unique requirements *prior* to being acted on by the university’s Undergraduate Curriculum Committee. **For information, proposal forms and instructions unique to the Colonnade approval process, please refer to the** [Faculty Resources](https://www.wku.edu/colonnade/facultyresources.php) **page of the** [WKU Colonnade Program Website.](https://www.wku.edu/colonnade/index.php)

**4.2 Relationship to similar courses offered by other university departments/units:** The proposed EDU/PH course is related to WKU’s FLK ST 462, Folklore and Medicine, which “examines the role of traditional culture in shaping attitudes and behavior related to sickness, health, and healing” in that both courses address the traditional approach to health; however the proposed course includes several additional components such as arguments about regulation/policy and the complex interactions between behavioral, biological, cultural, social, environmental, economic, and political factors. Also, the EDU/PH course encompasses multiple aspects of systems-level thinking. The proposed course is related to WKU’s NURS 415 which covers “selected modes of healing” but does not address the two major approaches as a whole or include arguments about regulation and policy or address the interplay between behavioral, biological, cultural, social, environmental, economic, and political factors. The proposed course is also related to SEC 483, Methods of Teaching School Health Education in that students are asked to articulate their philosophy of teaching health which may include how controversial issues (i.e. Traditional vs. Non-Traditional approaches) influence health teaching methods. Dr. Grace Lartey was consulted on October 25 and November 07, 2018. Dr. Blair Thompson was consulted on October 30, 2018.

**Section 5: Projected Enrollments/Resources**

**5.1 How many students per section are expected to enroll in this proposed course?** 40

**5.2 How many sections of this course per academic year will be offered?** 2

**5.3 How many students per academic year are expected to enroll?** 40

**5.4 How were these projections calculated?** Based on 2 sections.

**5.5 Proposed method of staffing**: Will additional staff be required in order to offer this course according to the enrollment projections indicated in item 5.1-3? No

* 1. **Instructional technology resources:** Are the unit’s current instructional technology resources sufficient to support this course? Yes
  2. **Library resources**: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? Yes

**Section 6: Proposed term for implementation:** Fall 2019

**Section 7: Approval Flow Dates:**

**Proposing department/unit:**

Collaborating Departments/Units:

**College Curriculum Committees:**

Colonnade Committee:

Professional Education Council:

**Undergraduate Curriculum Committee:**

**University Senate:**

**Section 8: Supplemental Documentation (check if appended, delete if not required)**

Course Inventory Form (Required) \_\_\_\_

Library Resource Form (If applicable) \_\_\_\_

* **The appropriate** [**Course Inventory Form**](https://www.wku.edu/ucc/)This form captures exactly the course information as needed by the Office of the Registrar, and must accompany all new course proposal forms submitted for consideration to their College Curriculum Committees.
* If this proposed new course requires the use of library resources such as books, journals, reference materials, audio-visual materials, electronic databases, etc. a completed [**Library Resources Form**](https://www.wku.edu/library/forms.php) must be submitted with proposal when submitted for consideration to the appropriate College Curriculum Committee.